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ABSTRACT

Development of student leaders has been identified as an important need on college campuses. Experience drawn from numerous training sessions for various student leadership situations has led to a leadership training model based upon five propositions for effective training. The model contains five modules, each with a statement of goals, objective tasks necessary to accomplish the goals, and suggested activities for implementation. Modules focus on the following: (1) Preliminary Analysis and Planning; (2) Team Building; (3) Understanding and Use of Group Dynamics; (4) Skills for Decision Making and Task Accomplishment; and (5) Evaluation and Followup. (Author/PC)

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DEVELOPMENT OF STUDENT LEADERSHIP ON CAMPUS

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The Development of Student Leadership on Campus

"Student development is...everything we can do to help students become what they wish to become---what they are capable of becoming... (we are) not willing to settle for one dimension of human potential--- (Student development is both affective and cognitive, warm-hearted and hard-headed." (O'Banion, 1974)

"The ultimate intent of student development is to aid the student in examining his life, becoming more in command of that life, and in moving toward self-direction." (T.H.E. Task Force, 1974)

The above statements are examples of current discussion in the field of Student Personnel concerning the concept of student development. There is little controversy over the value of student development as an idea. However, many ask if words such as these are catch phrases or reality, talk or action? Parker (1974) is critical of student development theorists who speak mostly of goals without the processes for attaining the goals; and others who give only processes without the goals. There is a need to integrate both the goals and the processes into systems or models whereby we establish the best means for leading to clearly stated outcomes.

Lewis (1973) in looking to thefuture of Student Personnel says we need to do more than discuss student development. Action steps should be taken in areas such as leadership and skill development to develop materials and projects that can be packaged for repeated use. A survey of student affairs practitioners gave an overwhelmingly positive response to the usefulness of leadership training ideas and materials.*

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*Sixty-eight questionnaires were sent to persons directing student affairs programs in community colleges, small four-year colleges, and universities in six southeastern states. Forty surveys, fifty-nine percent, were returned. Ninety-five percent of the respondents said they would use a leadership development model as a direct tool in the training of student leaders. Ninety percent indicated it would be useful with professional staff development. Suggested methods for delivering the model in order of preference were: a packaged kit, partial consulting-partial self-facilitation, didactic article, and consultant.

The intent of this paper is to present a model using the specific example of leadership. Included in the model is an outline of the goals and processes used in the systematic development of leadership skills.

Developing a Leadership Model

Developing more effective student leadership both through the enhancement of facilitative/consultative skills of professional staff and through the direct training of student leaders has been identified as a high priority goal on many college campuses. Leadership training either on-the-job or through workshops has been attempted to improve the skills of organizational officers, orientation leaders, paraprofessional counselors, tutors, residence hall staff, and simply any student desiring the development of leadership skills as a part of his/her education and life planning. However, there is a question as to how effective and systematic these training programs have been. A model for leadership training describing goals and processes could allow for better determination of training effectiveness.

This particular model has developed inductively from the author's experience over the past three years in planning and carrying out workshops for more than twenty campus groups or organizations in several types of institutions of higher education. It seemed clear learning from these experiences that there were certain procedures and basic principles for the planning, operation, and follow-up of a workshop that were more efficient and effective in reaching the goals of each training program. The propositions upon which the training model is based are enumerated in the next section.

Propositions for Training

1. Training is goal-oriented and purposive. Both didactic and experiential activities within the training workshop are designed to meet specific objectives developed for training leaders to a specific leadership situation.

2. Training is most effective where skills and techniques of leadership are both conceptualized and experienced by the trainee. First, it is presupposed that the trainee may identify and internalize personal strengths and needs through the direct experiencing of specific skills. It is further assumed that successful completion of an activity by a trainee will instill confidence in the ability to perform leadership tasks outside the training situation.

3. Training is sequential and systematic. It is necessary to follow the model in order of its development to be maximally effective. For example, consideration of the characteristics of a population and its environmental situation needs to be made before determining the goals of training; it in necessary to develop good working relationships within the group before working on task situations; it is necessary to understand the basic concepts of group interaction before application of specific decision making/problem solving techniques, etc.

4. Training is most effective when general knowledge and skills of leadership are applied to the uniqueness of the specific situation.

The training model is intended to encompass general principles of training and methods whereby the established knowledge may be transferred to the specific situation. The model is not meant to be a rigid or set process that would be applied uniformly to every situation but rather a fluid, adaptive process that considers the personal and situational factors.

5. Training effectiveness is relative to the following variables:

A. Personal:
1. the skill and competence of the participant at the beginning of training.
2. the motivation and commitment of participants to their leadership role.
3. the modeling example of leadership presented by the workshop trainer.

B. Situational:
1. the supportiveness and comfortableness of the atmosphere in which the training takes place.
2. the minimization of noise and distractions.
3. the flexibility of seating arrangements to permit small group interaction and demonstration to take place.

C. Temporal:
1. the relationship between the amount of time devoted to the training and the acquisition of skills. Although there is no known research with leadership training, similar skills in related areas such as communication skill training are rarely accomplished in less than 10 hours and typically take as long as 20 or more hours.

The Leadership Model

The model for leadership development includes five distinct modules of learning. (Figure 1 shows the outline of the model.) The presentation of each module is organized as follows: a statement is made of the general goals for the module the several tasks necessary to meet the goals are defined; and finally, a brief description of the types of activities that may be used to accomplish the various tasks are discussed.

Module 1: Preliminary Analysis and Planning

Goal: The intent of the preliminary module is to assess the important input variables (see Task 1 below) to determine the characteristics, expectations, needs, and goals of the individual, group, and situation. From this information the goals and objectives of the training workshop will be developed.

Task 1: Assess information such as the following: size of the group, composition - sex, age, etc., commitment, time available, the leadership situation, training conditions, resources available.

Task 2: Determine the needs of the individual, group, or institution to which the leadership role will be directed. These needs may be both explicitly stated or implied from the situation.

Task 3: Establish preliminary goals for the training workshop, including objectives for each module and the activities to carry the objectives out. These preliminary goals

should allow for flexibility and adaptability to the exigencies of the situation.

Task 4: Articulate the training objectives and processes developed in the preliminary assessment to the participants so that they are well informed of the purpose for training.

Activities: (It should be noted that the "Activities" section will contain only a summary of the type of activities involved, as an explicit description would go beyond the scope of this article.)

The organizers and trainers for the leadership workshop should meet in a preliminary conference to make the assessment and establish the goals, objectives, and activities of training. The suggested process for accomplishing this would be to make a needs assessment survey, an instrument which collects data and seeks implication of that data. (Such an instrument is presently in the development stage as a part of the author's leadership package.) The second process would be to establish a priority of goals which could be systematically accomplished in large groups through the Nominal Group Process (Delbecq & Van de Ven, 1971). The third activity suggested is the writing of explicit objective statements using the objective writing process suggested by Mager (1972).

Module 2: Team or Organization Building

Goal: The goal of the module is to develop an atmosphere conducive to personal involvement and the building of group or organizational commitment and cohesion.

Task 1: Conceptualize and understand that both group task and a concern for the individual are equally important to effective group functioning. (See Blake, Mouton, and Bidwell in Eddy, et al, 1969)

Task 2: Demonstrate the importance of the individual with his/her own unique ideas, values, and contributions to make.

Task 3: Demonstrate the importance of identifying collaborative inter-group values, goals, and the need for cooperative working relationships.

Task 4: Be able to express individual expectations and goals, determine common and complementary interests with other members, and formulate personal and group goals for training.

Activities: Initially, a group may develop personal involvement and interaction through value sharing and self-disclosure of relevant personal data. This may be accomplished through exercises which are relatively non-threatening and applicable to any type of group setting. The value clarification process is one recommended approach (See Simon, Howe, Kirshenbaum, 1972).

Demonstration of effective team processes such as group cooperation and collaborative effort can be accomplished through use of simple group tasks whereby the individual participants may see how their individual

efforts can contribute to the building of a product.

An important activity of this module is to use a process where individual expectations and goals may be expressed by participants, then combine the individual contributions into common and complementary elements of the total group, a process described as "joining up".

Module 3: Understanding and Use of Group Dynamics

Goal: It is the intent of this module to allow the trainee to experience and understand some of the principles of group interaction and, as leader, be able to use this knowledge toward the facilitation of group goals.

Task 1: Experience and understand how a group is the interaction of various roles within that group that have variant effects upon the direction of the group.

Task 2: Understand and learn ways to process a group; that is, to be able to see patterns of communication, norms and rules of behavior, decision-making processes, etc. operating within the group.

Task 3: Experience effects of differing group processes on group interaction (i.e., one-way versus two-way communication, cooperative versus competitive behavior, conformity versus deviation).

Task 4: Identify the characteristics of a good leader.

Task 5: Determine ways to handle specific group situations as related to the specific groups that participants are involved with.

Activities: Process observation is a way in which leaders can look beyond the content of a group and note the commun-

ication patterns, emotional tone, norms, roles, decision-making processes, and leader influence of a group. An explanatory handout or mini-lecture can be given to the trainees to illustrate the type of behavior to look for in processing a group interaction. The explanation is then followed by an inner-outer group or fish bowl exercise in which the inside group does a role play while the outside group concentrates on processing the interaction. To illustrate the influence of differing personalities on a group, roles may be assigned to individuals in a simulated meeting situation. The roles represent stereotype behavior; however, the exaggerated presentation permits generalization to actual experience and further discussion on the influence of members, quiet or aggressive action, distracting or facilitative behaviors, etc.

Contrasting behaviors in a group, such as one-way versus two-way communication or competitive versus cooperative behavior can be illustrated by giving two groups the same tasks but altering the directions so that the differing behaviors will be exhibited. With smaller numbers one group may do the same task twice following a different set of directions each time, then compiling the results.

Positive leadership characteristics may be identified from the experience of the participants. A process has been devised in which each trainee lists characteristics of a specific leader he/she has known. The composite group list of characteristics is then used in a series

of steps to identify the most common elements of leadership and to compare each individual's self-assessment of his/her own leadership qualities.

Module 4: Skills for Decision-Making and Task Accomplishment

Goal: The goal for the trainee is to learn various processes for decision-making and problem solving within a group.

Task 1: Experience and determine effects of leader style on the decision-making process (i.e. authoritarian, democratic, permissive, etc.).

Task 2: Experience and develop methods for collecting ideas from a group.

Task 3: Determine various methods and uses of group decision-making processes (i.e. polling, consultant, voting, etc.) and differentiate when each is most effective.

Task 4: Experience simulation of problems to be solved in the group and determine alternative solutions and outcomes to the problem.

Activities: The initial task in this module is to look at the many ways decisions are reached within a group. Participants will usually identify several decision-making processes from their own experience - voting, polling, leader assertion, compromise, concensus, consultant, default, chance, etc. A demonstration showing the potential of the leader to influence democratic or authoritarian processes is followed by a discussion of advantages and disadvantages of each decision-making process and the timing involved in each.

The collection and then selection of ideas from a group is another task of this module. Collection of ideas is best accomplished through a creative, openly expressive process and not through an evaluative method. The brainstorming method (See Napier and Gershenfeld, 1973, pp. 219-223) is a good activity for accomplishing this task. Selection may be accomplished in two stages: first by eliminating the least significant ideas through a rating and prioritizing method; second, the remaining preferred ideas, usually three to six, are then given full attention by the group to determine their concensus opinion.

The problem-solving approach is a process in which this model is an example in itself: define the problem, determine the goals, analyze the available data, consider the alternatives, consider the implications of the alternatives, choose a course of action, establish means for carrying out the decision, and then assess the results. Trainees are given an explanation of this process, then asked to resolve a problem or issue that relates to their leadership situation using the problem solving model.

Module 5: Evaluation and Follow-up

Goal: The aim of the last stage of training is to evaluate and feed-back to the individual and group information concerning performance and level of skill attained, outcome of goal statements, and the identification of needs for personal and group development in the future

as an on-going process.

Task 1: Individuals evaluate personal learning, skill, and future needs.

Task 2: Participants and trainers feedback to the individual an assessment of strengths and areas for possible improvement.

Task 3: Group evaluates goal accomplishment, determines future needs, and plans on-going activities.

Task 4: Evaluate the workshop in terms of outcome and participant satisfaction.

Activities: Two important activities in this module include the participants' assessment of themselves and the feedback each person can provide to others. When conducting assessment and feedback the emphasis is put on strengths and desired areas for improvement rather than critical emphasis on weakness. Providing a structure for the assessment process is important and can easily be accomplished through stimulus questions such as: What do you see as your leadership strengths? What two-three areas of leadership would you like to develop further? What descriptive words would you use to describe the leadership role of others in your training program?

When needs for further leadership development have been identified the individual and group should devise a program for continuing to work on these areas beyond the workshop.

Following the prototype style of this model, the

workshop itself should be evaluated. An efficient way to gain input from all participants and then receive a concensus evaluation is to use an input-rating assessment technique. Each person contributes a ranked list of the most valuable and least valuable activities. These ideas are combined into lists for small groups of six to ten participants and are again ranked. Finally, the entire workshop compiles a list from the small group ratings and ranks a final time as a workshop summary.

Implications

Encouragement to continue the development of this model has come from both the feasibility survey cited earlier (See footnote 1) and from the several workshops in which the model has been piloted. It seems apparent that there is a demand for leadership training information in an operational, easily usable form. The description of a model as provided in this article is one way to deliver a resource to others in the profession. It is also suggested that packaged material in a kit form be readied for use with student development staffs. This format provides both the economic feasibility and suggestions and activities that would involve many hours of time for individual staffs to develop independently.

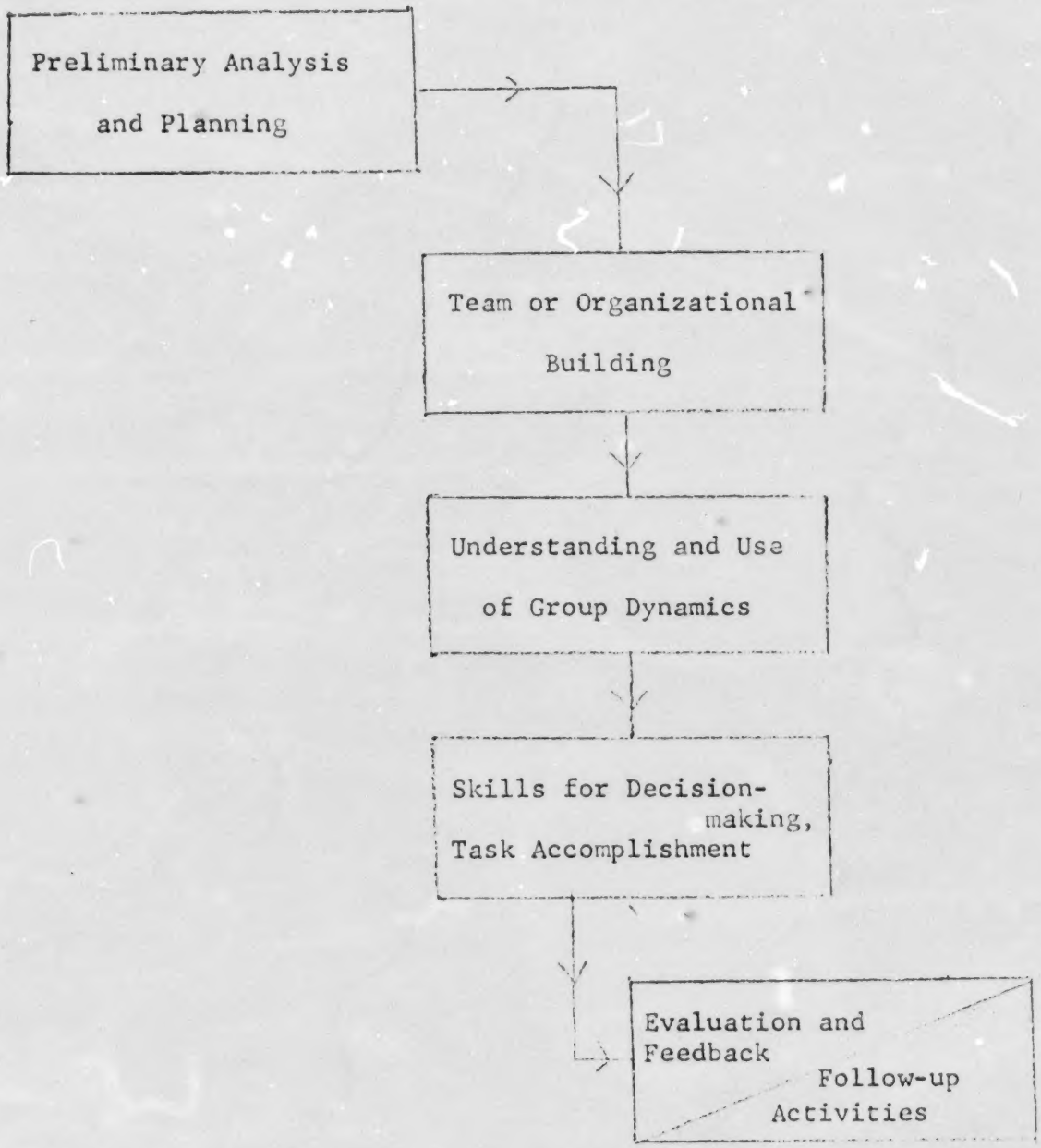
This model has focused specifically on the development of leadership in the college setting. Other suggested applications of this procedure could include training for professional staff, high school student leaders, teachers, summer camp counselors, special

project leaders, and business-management groups. It is anticipated that other professionals will have recommendations and suggestions to make in responding to this leadership development model.

Finally, the value of a model lies in the fact that the basic assumptions, goals, and processes of the model can be tested and judged for its own effectiveness through the subsequent use and experiences of others.

Figur 1:

LEADERSHIF TRAINING MODEL



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